

The background of the entire poster is a stylized American flag. The top portion is a blue field with white stars of various sizes. Below this is a red field, and at the bottom is a white field. Overlaid on the red and white fields are several white silhouettes of human hands raised in the air, with fingers spread. The hands are positioned at various heights and angles, creating a sense of collective action or protest.

**A HISTORY TO BE RECKONED WITH**

# **THE U.S. AND THE HOLOCAUST**

**A FILM  
BY KEN BURNS, LYNN NOVICK & SARAH BOTSTEIN**

**WETA**  **PBS**

**ENGAGEMENT &  
DISCUSSION GUIDE  
FOR ORGANIZATIONS**

**#USandTheHolocaustPBS** [pbs.org/holocaust](https://pbs.org/holocaust)

“History cannot be looked at in isolation. While we rightly celebrate American ideals of democracy and our history as a nation of immigrants, **we must also grapple with the fact that American institutions and policies, like segregation and the brutal treatment of indigenous populations, were influential in Hitler’s Germany.** And it cannot be denied that, although we accepted more refugees than any other sovereign nation, America could have done so much more to help the millions of desperate people fleeing Nazi persecution.”

—KEN BURNS



Man drinking from a “colored” water cooler in Oklahoma City, Oklahoma. July 1939.

PHOTO COURTESY LIBRARY OF CONGRESS



Bags are searched by inspectors from the United States Department of Agriculture at the border between Juarez, Mexico and El Paso, Texas. June 1937.

PHOTO COURTESY LIBRARY OF CONGRESS

“Exploring this history and putting the pieces together of what we knew and what we did has been a revelation. During the Second World War, millions of Americans fought and sacrificed to defeat fascism, but even after we began to understand the scope and scale of what was happening to the Jewish people of Europe, our response was inadequate and deeply flawed. **This is a story with enormous relevance today as we are still dealing with questions about immigration, refugees and who should be welcomed into the United States.**”

—LYNN NOVICK

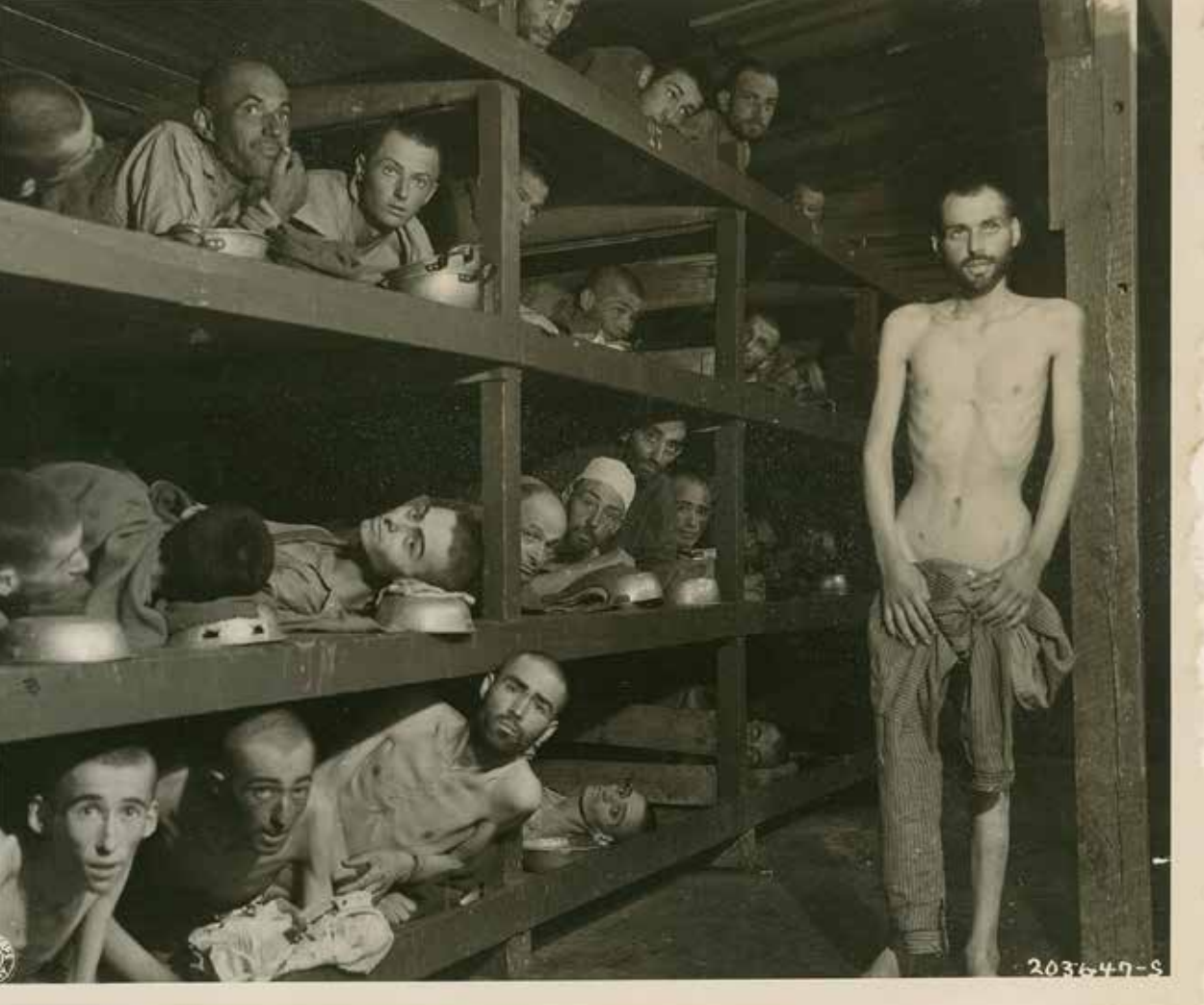


Group portrait of Jewish children outside the Chateau des Morelles children’s home, Brout-Vernet (Allier) France. Circa 1942.

PHOTO COURTESY USHMM

“**At the center of our narrative is the moving and inspiring first-hand testimony of witnesses who were children in the 1930s.** They share wrenching memories of the persecution, violence and flight that they and their families experienced as they escaped Nazi Europe and somehow made it to America. Their survival attests to the truth of the remark made by journalist Dorothy Thompson that ‘for thousands and thousands of people a piece of paper with a stamp on it is the difference between life and death.’”

—SARAH BOTSTEIN



**“This is not a war  
between nations—  
but humanity’s  
struggle for the  
right to exist.”**

**—JOSEPH A. WYANT,  
WWII AMERICAN GI**

**Former prisoners  
of Buchenwald  
concentration camp  
are pictured in the  
wooden bunks where  
they slept. Elie Wiesel  
is pictured in the  
second row of bunks,  
seventh from the left,  
next to the vertical  
beam.**

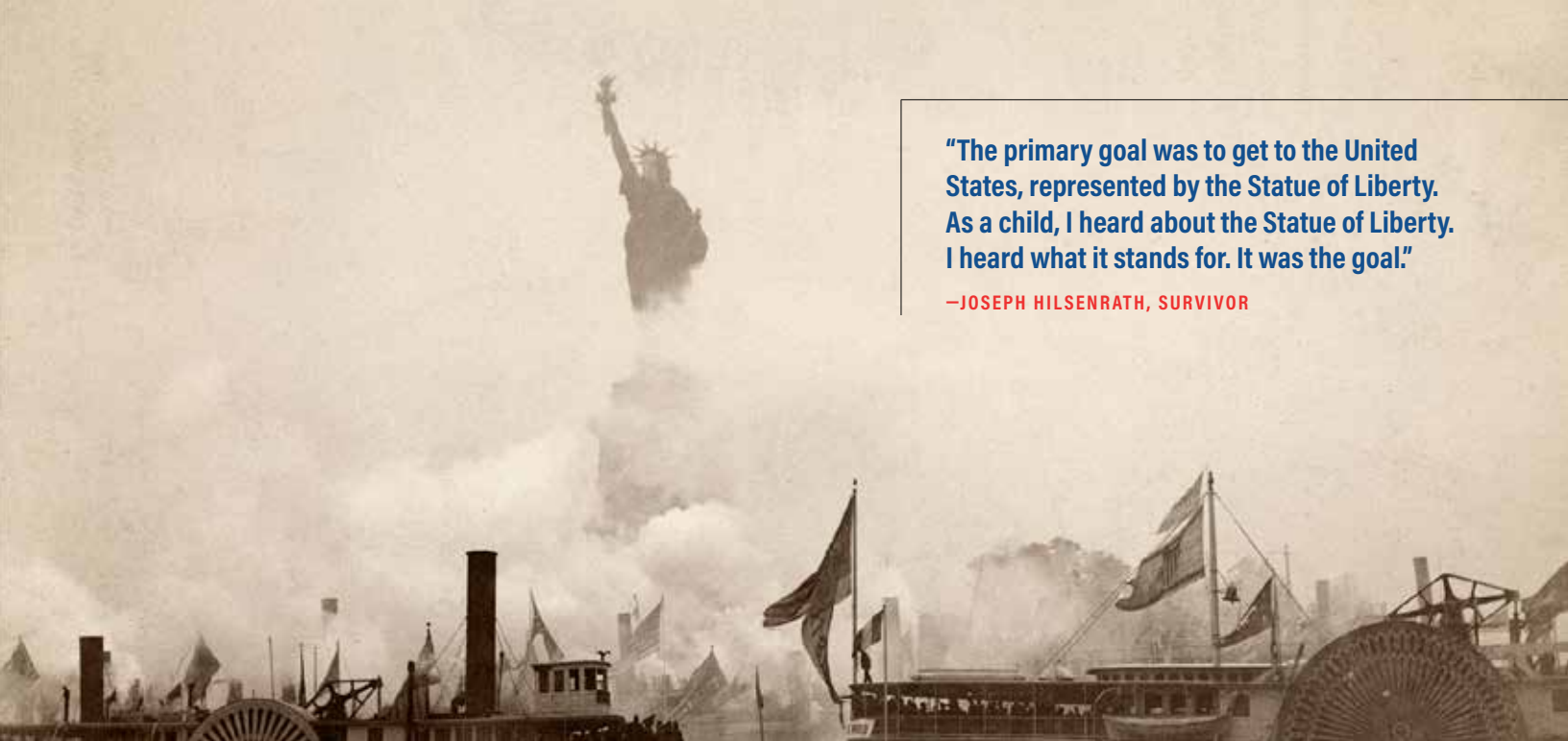
PHOTO COURTESY NATIONAL  
ARCHIVES AND RECORDS  
ADMINISTRATION

## **THE U.S. AND THE HOLOCAUST, a three-part documentary directed and produced by Ken Burns, Lynn Novick and Sarah Botstein, explores America’s response to one of the greatest humanitarian crises of the twentieth century.**

The series premieres on PBS in three parts on September 18, 19 and 20, at 8/7c, and will stream on the PBS website and PBS video app.

Inspired in part by the United States Holocaust Memorial Museum’s *Americans and the Holocaust* exhibition and supported by its historical resources, the film examines the rise of Hitler and Nazism in Germany in the context of global antisemitism and racism, the eugenics movement, and discriminatory race laws in the American south. The series, written by Geoffrey C. Ward, sheds light on what the U.S. government and American people knew and did not know as the catastrophe unfolded in Europe.

Combining the first-person accounts of Holocaust witnesses and survivors and interviews with leading historians and writers, **THE U.S. AND THE HOLOCAUST** dispels competing myths that Americans either were ignorant of the unspeakable persecution that Jews and other targeted minorities faced in Europe or that they looked on with callous indifference. The film tackles a range of questions that remain essential to our society today, including how racism influences policies related to immigration and refugees as well as how governments and people respond to the rise of authoritarian states that manipulate history and facts to consolidate power.



**“The primary goal was to get to the United States, represented by the Statue of Liberty. As a child, I heard about the Statue of Liberty. I heard what it stands for. It was the goal.”**

**—JOSEPH HILSENRATH, SURVIVOR**

**The Statue of Liberty seen in the New York Harbor on a foggy day. Circa 1886.**

PHOTO COURTESY LIBRARY OF CONGRESS

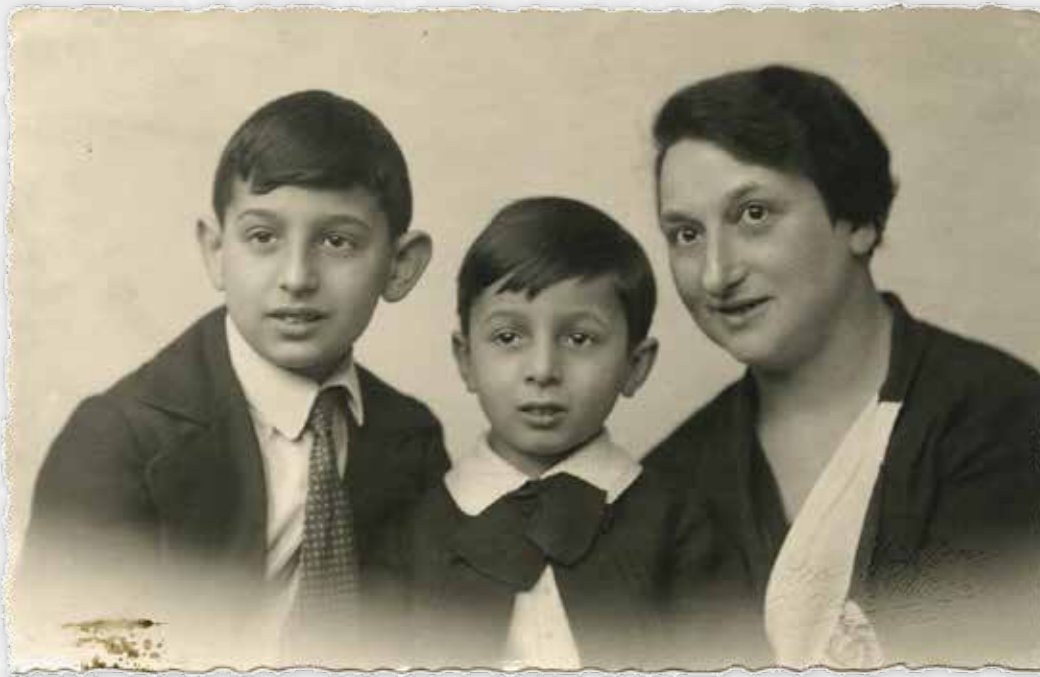
## USING THIS GUIDE

Accompanying this series is an engagement program, providing opportunities for communities to consider the United States and its response to the Holocaust, including asking questions that remain essential to our society today: What is America’s role as a land of immigrants? What are the responsibilities of a nation to intervene in humanitarian crises? What should our leaders and the press do to shape public opinion? What can individuals do when governments fail to act?

We invite you to take part in this campaign by supporting conversations and engagement opportunities in your community—from the perspectives of history, media literacy, civic engagement, and more. This guide is filled with tools to help you plan for screenings and spark discussions. We hope it will support a deeper understanding into the complex issues presented in **THE U.S. AND THE HOLOCAUST**.

## SERIES DESCRIPTION

**THE U.S. AND THE HOLOCAUST** is a three-part, six hour series directed by Ken Burns, Lynn Novick and Sarah Botstein, that examines America’s response to one of the greatest humanitarian crises of the twentieth century. Americans consider themselves a “nation of immigrants,” but as the catastrophe of the Holocaust unfolded in Europe, the United States proved unwilling to open its doors to more than a fraction of the hundreds of thousands of desperate people seeking refuge. Through riveting first hand testimony of witnesses and survivors who as children endured persecution, violence and flight as their families tried to escape Hitler, this series delves deeply into the tragic human consequences of public indifference, bureaucratic red tape and restrictive quota laws in America. Did the nation fail to live up to its ideals? This is a history to be reckoned with.



Günther “Guy” Stern (left) with his brother, Werner, and mother, Hedwig Stern (née Silberberg).

PHOTO COURTESY GUY STERN

“How did America treat its potential refugees? The refugees, they lost their lives because those doors, the golden door was not wide open.”

—GUY STERN, WITNESS

## EPISODE DESCRIPTIONS

### **EPISODE ONE: “The Golden Door” (Beginnings—1938)**

After decades of maintaining open borders, a xenophobic backlash prompts Congress to pass laws restricting immigration. Meanwhile, in Germany, Hitler and the Nazis begin their persecution of Jewish people, causing many to try to flee to neighboring countries or America. Franklin Roosevelt and other world leaders are concerned by the growing refugee crisis but fail to coordinate a response.

### **EPISODE TWO: “Yearning to Breathe Free” (1938—1942)**

As World War II begins, Americans are united in their disapproval of Nazi brutality but divided on whether to act. Some individuals and organizations work tirelessly to help refugees escape. Meanwhile, Charles Lindbergh and isolationists battle with Roosevelt to try to keep America out of the war. Germany invades the Soviet Union and secretly begins the mass murder of European Jews.

### **EPISODE THREE: “The Homeless, Tempest-Tossed” (1942—)**

A group of dedicated government officials fights red tape in order to finance and support rescue operations. As the Allied soldiers advance, uncovering mass graves and liberating German concentration camps, the public sees for the first time the sheer scale of the Holocaust and begins to reckon with its reverberations.

# MEET THE FILMMAKERS

THE U.S. AND THE HOLOCAUST is directed by Ken Burns, Lynn Novick & Sarah Botstein, written by Geoffrey C. Ward, produced by Burns, Novick, Botstein and Mike Welt and edited by Tricia Reidy and Charles E. Horton.



## KEN BURNS

Ken Burns has been making documentary films for over forty years. Since the Academy Award nominated BROOKLYN BRIDGE in 1981, Ken has gone on to direct and produce some of the most acclaimed historical documentaries ever made, including THE CIVIL WAR, BASEBALL, JAZZ, THE WAR, THE NATIONAL PARKS: AMERICA'S BEST IDEA, THE ROOSEVELTS: AN INTIMATE HISTORY, JACKIE ROBINSON, THE VIETNAM WAR, COUNTRY MUSIC, ERNEST HEMINGWAY, MUHAMMAD ALI and BENJAMIN FRANKLIN.

Future film projects include THE AMERICAN BUFFALO, LEONARDO DA VINCI, THE AMERICAN REVOLUTION, EMANCIPATION TO EXODUS, and LBJ & THE GREAT SOCIETY, among others.

Ken's films have been honored with dozens of major awards, including sixteen Emmy Awards, two Grammy Awards and two Oscar nominations; and in September of 2008, at the News & Documentary Emmy Awards, Ken was honored by the Academy of Television Arts & Sciences with a Lifetime Achievement Award.



## LYNN NOVICK

Lynn Novick, co-director and producer of THE U.S. AND THE HOLOCAUST, has been making landmark documentary films about American life and culture for more than 30 years. She has created nearly 100 hours of acclaimed programming for PBS in collaboration with Ken Burns, including ERNEST HEMINGWAY, THE VIETNAM WAR, BASEBALL, JAZZ, FRANK LLOYD WRIGHT, THE WAR, and PROHIBITION—these landmark series have garnered 19 Emmy nominations. One of the most respected documentary filmmakers and story tellers in America, Novick herself has received Emmy, Peabody and Alfred I. duPont Columbia Awards.

COLLEGE BEHIND BARS, Novick's debut as solo director, premiered at the New York Film Festival and aired on PBS in 2019. Novick's next project as solo director and writer is a multi-part PBS series on the history of crime and punishment in America, slated for release in 2026.



Page from Fritz Geiringer's (Eva Geiringer's mother) passport stamped with a red "J" for "Jude." The "J" stamp was used to identify Jewish citizens.

PHOTO COURTESY EVA SCHLOSS

ALVIN HCHAN/WONG



## SARAH BOTSTEIN

Sarah Botstein has for more than two decades produced some of the most popular and acclaimed documentaries on PBS. Her work with directors Ken Burns and Lynn Novick, includes HEMINGWAY, COLLEGE BEHIND BARS, THE VIETNAM WAR, PROHIBITION, THE WAR and JAZZ (2001).

THE U.S. AND THE HOLOCAUST is Botstein's directorial debut. Currently, she is producing an epic six-part, 12-hour series AMERICAN REVOLUTION and a six-to-eight hour series on Lyndon Johnson's life and presidency.

In addition to the television broadcasts, Botstein works on digital and education initiatives, in collaboration with PBS Learning Media and WETA-TV. She helps to oversee content for Ken Burns UNUM, a web-based platform and mini series which utilizes scenes from Florentine Films body of work to highlight historical themes relevant to our time.

# INTERVIEWS AND ON-CAMERA WITNESSES

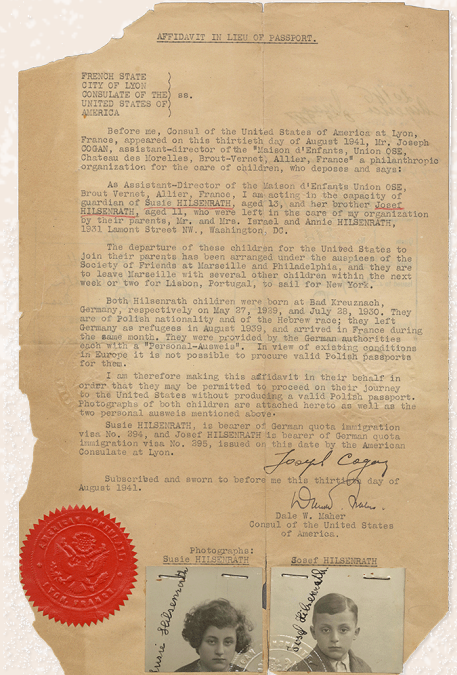
THE U.S. AND THE HOLOCAUST features interviews with some of the country's leading scholars on the period, including Daniel Greene, Rebecca Erbelding, Peter Hayes, Deborah Lipstadt, Daniel Mendelsohn, Daniel Okrent, Nell Irvin Painter, Mae Ngai and Timothy Snyder. On-camera witnesses include Susan Hilsenrath Warsinger, Eva Schloss (née Geiringer), Joseph Hilsenrath, Marlene Mendelsohn, Sol Messinger and Guy Stern.



**Paula, Sam and Sol Messinger aboard the MS St. Louis. May 1939.**  
PHOTO COURTESY SOL MESSINGER



**Eva Schloss (née Geiringer) with her brother, Heinz, and mother, Elfriede, in Amsterdam. 1940.**  
PHOTO COURTESY EVA SCHLOSS



**Affidavit in lieu of passport for Susi and Joseph Hilsenrath.**  
PHOTO COURTESY UNITED STATES HOLOCAUST MEMORIAL MUSEUM COLLECTION, GIFT OF SUSAN WARSINGER

# AIRDATES

THE U.S. AND THE HOLOCAUST will premiere on PBS stations nationwide in three parts on September 18, 19 and 20, 2022 at 8/7c, and stream on the PBS website and PBS video app. Check local listings.

# WEBSITE & SOCIAL MEDIA

- [pbs.org/holocaust](https://pbs.org/holocaust)
- #USandTheHolocaustPBS



Nazi political rally. Sign in the back reads, "Don't buy from Jews."

PHOTO COURTESY NATIONAL ARCHIVES AND RECORDS ADMINISTRATION

# ENGAGEMENT OVERVIEW

The goal of this guide is to help organizations facilitate deeper conversations around **THE U.S. AND THE HOLOCAUST**, understand the complexities of this history and promote dialogue. This guide will help you engage your community and help you prepare thoughtful events, utilizing resources and support from WETA, the producing public media station for the film, PBS, and other local and national organizations. Whether you are hosting a private screening or a large public community event, we hope that this guide prepares you to spark meaningful conversations about media literacy, immigration and the responsibilities of nations to intervene in a humanitarian crisis, through the lens of America's responses to the Holocaust.

**THE U.S. AND THE HOLOCAUST** features a fascinating array of historical figures that includes Franklin D. Roosevelt, Charles Lindbergh, Dorothy Thompson, Rabbi Stephen Wise, and Henry Ford, as well as Anne Frank and her family, who applied for but failed to obtain visas to the U.S. before they went into hiding.

The film also looks at American government policy ranging from Calvin Coolidge's staunch anti-immigration ideology to FDR's Lend-Lease bill and how fights over these policies took shape on the home front, including the emergence of Nazi sympathizers. Some of America's most well-known leaders, such as Lindbergh and Ford, were also vocal antisemites. Similarly, new light is shed on many of the well-known controversies surrounding the American response to the Holocaust, including the story of the more than 900 Jewish refugees aboard the MS St. Louis, who were denied entry to Cuba and the U.S. in 1939 and forced to return to an uncertain fate in Europe, and the enduring debate over whether the Allies should have bombed Auschwitz.

Ultimately, **THE U.S. AND THE HOLOCAUST** offers little consolation to those who believe that the challenges posed by nativism, antisemitism, xenophobia and racism are buried deeply and permanently in the past. *"The institutions of our civilization [are] under tremendous stress,"* warns writer Daniel Mendelsohn, who shares his family's story in the film. ***"The fragility of civilized behavior is the one thing you really learn, because these people, who we now see in these sepia photographs, they're no different from us. You look at your neighbors, the people at the dry cleaner, the waiters in the restaurant. That's who these people were. Don't kid yourself!"***





Jewish women working in the Plaszow labor camp in Poland, 1943-1944.

PHOTO COURTESY USHMM

## GUIDELINES FOR CREATING ENGAGEMENT AROUND THE HOLOCAUST

Community engagement should strive to provoke new inquiry and reflection among your participants, both about the history of the Holocaust and our roles and responsibilities as a nation today.

For additional guidance on exploring the history of the Holocaust, please refer to the work of our national education partner, the United States Holocaust Memorial Museum. Their [Guidelines for Teaching about the Holocaust](#) provide structure and an approach to classroom teaching that can be helpful for engagement activities and campaigns.

### ■ KEY CONCEPTS FROM THE FILM

To support your planning efforts, here are some of the key concepts that are explored in **THE U.S. AND THE HOLOCAUST**.

#### ► **Americans Had Information**

Americans could read, see, and hear news about Nazi persecution and murder of European Jews in their newspapers and magazines, on the radio, and in newsreels, as well as information about events of World War II as these events were unfolding. Prominent American journalist Dorothy Thompson urged her fellow Americans to pay attention to the threat that Nazi Germany posed to democracy and to Europe's Jews in the 1930s and 40s. This media helped shape how Americans understood the world and these atrocities.

### ► **Americans Faced Many Competing Priorities**

Despite this information, public opinion polls show that most Americans did not want to accept more immigrants—particularly Jewish refugees—into the country. Racism and antisemitism at home, isolationism after World War I, conditions during the Great Depression, fears of communism and spies, and eventually the outbreak of World War II, all limited Americans' sympathy for the plight of endangered Jews. Also, even though Americans learned about atrocities, many were skeptical of the reports.

### ► **Americans Debated**

Americans debated their country's role in the world. They argued over immigration policy, over whether the United States should remain isolated or intervene in World War II, and over whether the United States should make a concerted effort to rescue Jews, or focus solely on trying to win the war as soon as possible.

### ► **Americans Responded**

Some Americans reacted when they learned about the Nazi threat to European Jews. They took action as individuals, members of institutions, rescue organizations, or as government officials. Their efforts were shaped by the time period and the resources that were available.

### ► **Americans Focused on Winning the War**

The United States and other Allied forces prioritized military victory over humanitarian aid during World War II. Although the United States might have been able to do more to aid the victims of Nazi Germany and its collaborators, largescale rescue was impossible by the time the United States entered the war.



**Franklin Roosevelt poses for the press at the White House. Circa 1940.**

PHOTO COURTESY FDR LIBRARY

## ■ STRATEGIES FOR ENGAGING AUDIENCES WITH THE TOPIC

### ▶ An American Story

Emphasizing that the Holocaust is an American story, and that it was a local story in your town newspaper. News about the Nazi persecution was available throughout the period in newspapers across the United States. Exploring news coverage of events in the 1930s and 1940s can also reveal the other issues on the minds of citizens of your community during the time on local, regional, and national levels. The United States Holocaust Memorial Museum's [History Unfolded: US Newspapers and the Holocaust Project](#) can be used as a jumping off point for this type of engagement. This project includes a database of newspaper articles featuring contemporary coverage of Holocaust-related events that users can find in, and contribute to, newspapers in their own area.

### ▶ Personal Narratives

Engaging with personal stories. The film includes the stories of refugees seeking to flee Nazism, as well as the Americans who took steps to aid them in the complex and difficult immigration process. Personal stories illustrate what actions were and are possible to provide aid in a range of ways in times of crisis.

### ▶ Exploring Public Opinion from the 1930s and 1940s

Exploring [public opinion](#) in the 1930s and 1940s, and the debates going on throughout American society. Americans disapproved of the treatment of Jews in Nazi Germany, but that did not translate into support for actions on their behalf. Americans had competing priorities, including recovery from the Great Depression and debating whether to enter World War II. A good resource to support engagement activities can be found at: [exhibitions.ushmm.org/americans-and-the-holocaust/topics/public-opinion](http://exhibitions.ushmm.org/americans-and-the-holocaust/topics/public-opinion).

### ▶ Different Perspectives & Experiences from this Period

Encountering diverse perspectives from the time period. The film includes stories of women, African Americans, Japanese Americans, the Jewish community, journalists, and individual citizens to show the range of experiences during this era.



Japanese families in Woodland, California wait for train at railroad station to take them to an internment camp. May 20, 1942.

PHOTO COURTESY NATIONAL ARCHIVES AND RECORDS ADMINISTRATION



Dr. Joseph Tenenbaum, Fiorello LaGuardia, and Rabbi Stephen S. Wise stand in front of a crowd during a United Jewish War Effort event. Circa 1943.

PHOTO COURTESY USHMM

## BUILDING STRONG PARTNERSHIPS

Use **THE U.S. AND THE HOLOCAUST** film as an opportunity to build new, or strengthen existing, partnerships with your local public media station and to extend impact in your community. Get your partners to the table early and rely on them as experts to inform your work, connect with their constituency and support and promote community events.

### ■ NATIONAL PARTNERSHIPS

WETA has established strong national partnerships across the U.S. and around the world to support this project. For organizations that would like to be connected to their local PBS station or any of the other organizations listed below, please contact Chloe Kougias at [ckougias@weta.org](mailto:ckougias@weta.org).

In addition to the organizations below, another great resource is the Association of Holocaust Organizations (AHO), which represents more than 370 organizations around the world. To find an AHO member organization near you, utilize their search engine at the bottom of their [membership webpage](#). The United States Holocaust Memorial Museum has a [list of Holocaust education centers](#) they work with nationwide. Organizations within these networks may be able to provide speakers, guidance, and other resources for community engagement.

## ■ HISTORICAL & CULTURAL ORGANIZATIONS

### **American Jewish Historical Society (AJHS) ■ [ajhs.org](http://ajhs.org)**

The oldest ethnic, cultural archive in the United States. AJHS seeks to foster awareness and appreciation of American Jewish heritage and to serve as a national scholarly resource for research through the collection, preservation and dissemination of materials relating to American Jewish history.

### **Black German Cultural Society ■ [afrogermans.us](http://afrogermans.us)**

Serving as a resource and networking organization as well as a forum to facilitate awareness, discussions, and reflection of important issues that impact Black Germans, Post WWII Afro-Germans, and their descendants.

### **Black German Heritage and Research**

#### **Association ■ [bghra.org](http://bghra.org)**

Documents and supports the activities of Black Germans internationally, and promotes scholarship relating to the historic and contemporary presence of Black people in Germany and Black Germans in the United States.

### **Jewish Community Center of North America ■ [jcca.org](http://jcca.org)**

Advancing and enriching North American Jewish life. With 1.5 million people walking through the doors of JCCs (Jewish Community Centers and Jewish Community Camps) each week, the JCC Movement represents the largest platform of Jewish engagement on the continent.

### **The Jewish Federation of North America ■ [jewishfederations.org](http://jewishfederations.org)**

Representing 146 independent federations and a network of 300 smaller communities across the continent with a mission to protect and enhance the well-being of Jews worldwide through meaningful contributions to the community.

### **USC Shoah Foundation ■ [sfi.usc.edu](http://sfi.usc.edu)**

A nonprofit organization that is dedicated to making audio-visual interviews with survivors and witnesses of the Holocaust and other genocides, a compelling voice for education and action.

### **PBS Books ■ [pbsbooks.org](http://pbsbooks.org)**

Builds and enhances working relationships between libraries and their local PBS stations. Libraries are great partners to share information. PBS Books helps to amplify local station content to its library partners and beyond. WETA and PBS Books will help organizations connect with public libraries around community engagement and to amplify and engage around **THE U.S. AND THE HOLOCAUST**.



**Rabbi Stephen Wise addresses a crowd at a rally outside Madison Square Garden.**

PHOTO COURTESY LIBRARY OF CONGRESS

## ■ EDUCATIONAL ORGANIZATIONS

### **Association of Holocaust Organizations** ■ [ahoinfo.org](http://ahoinfo.org)

The Association of Holocaust Organizations serves as an international network of organizations and individuals for the advancement of Holocaust education, remembrance and research. This site includes a searchable list of Holocaust organizations, websites, contacts, and resources, searchable by state and country.

### **Anne Frank Center** ■ [annefrank.com](http://annefrank.com)

Building on the legacy of Anne Frank through education and the arts. The Anne Frank Center seeks to educate young people and communities in the US about the dangers of intolerance, antisemitism, racism, and discrimination, and to inspire every generation to build a world based on mutual respect.

### **Center for the Study of the Holocaust, Genocide, and Crimes Against Humanity** ■ [chgcuh.org](http://chgcuh.org)

A graduate center affiliated with The City University of New York serving as a hub for a vibrant community of scholars. The Center is a forum for innovative research, graduate student mentoring, and public programming.

### **Cohen Center for Holocaust and Genocide Studies** ■ [keene.edu/academics/cchgs](http://keene.edu/academics/cchgs)

A research and resource center located at Keene State College and is one of the oldest Holocaust Centers in the United States.

### **Echoes and Reflections** ■ [echoesandreflections.org](http://echoesandreflections.org)

Dedicated to reshaping the way that teachers and students understand, process, and navigate the world through the events of the Holocaust. The Holocaust is more than a historical event; it's part of the larger human story. They partner with educators to help them introduce students to the complex themes of the Holocaust and to understand its lasting effect on the world.

### **Educators Institute for Human Rights** ■ [eihr.org](http://eihr.org)

Cultivating partnerships among educators globally to create materials and deliver training based on best practices in Holocaust and human rights education.

### **Facing History and Ourselves** ■ [facinghistory.org](http://facinghistory.org)

Providing lessons of history to support teachers and challenge students to stand up to bigotry and hate.

### **Museum of Jewish Heritage—A Living Memorial to the Holocaust** ■ [mjhnyc.org](http://mjhnyc.org)

A public history institution committed to the mission of educating diverse visitors about Jewish life before, during, and after the Holocaust.

### **The United States Holocaust Memorial Museum** ■ [ushmm.org](http://ushmm.org)

A living memorial to the Holocaust, the United States Holocaust Memorial Museum inspires citizens and leaders worldwide to confront hatred, prevent genocide, and promote human dignity. Federal support guarantees the Museum's permanent place on the National Mall, and its far-reaching educational programs and global impact are made possible by generous donors. Educational materials directly related to the film's themes can be found [here](#).

## ■ YOUTH-RELATED ORGANIZATIONS

### **B'nai B'rith Youth Organization** ■ [bbyo.org](http://bbyo.org)

The leading pluralistic Jewish teen movement aspiring to involve more Jewish teens in more meaningful Jewish experiences. BBYO welcomes Jewish teens of all backgrounds, denominational affiliation, gender, race, sexual orientation, or socioeconomic status, including those with a range of intellectual, emotional, and physical abilities.

### **Interfaith America** ■ [interfaithamerica.org](http://interfaithamerica.org)

A national non-profit working towards an America where people of different faiths, worldviews, and traditions can bridge differences and find common values to build a shared life together.

### **NFTY** ■ [nfty.org](http://nfty.org)

NFTY—Reform Jewish Youth Movement is a movement that builds strong, welcoming, inspired communities through teen-powered engagement, all rooted in Reform Judaism.

### **PBS NewsHour Student Reporting Labs** ■ [studentreportinglabs.org](http://studentreportinglabs.org)

An award-winning youth media organization connecting class-rooms and after school programs to the PBS NewsHour and local PBS stations. Now operating in 170 middle and high schools, SRL trains teenagers across the country to produce stories that highlight the achievements, challenges, and reality of today's youth. Through their work with a growing community of educators and new StoryMaker platform, SRL fosters the next generation of media creators by inspiring students to find their voice and engage in their communities.

## ■ NGOs

### **Anti-Defamation League** ■ [adl.org](http://adl.org)

A global leader in exposing extremism, delivering anti-bias education and fighting hate online, ADL's ultimate goal is a world in which no group or individual suffers from bias, discrimination or hate.

### **Federation of State Humanities Councils** ■ [statehumanities.org](http://statehumanities.org)

The national association of the state and jurisdictional humanities councils. Their purpose is to provide leadership, advocacy, and information to help members advance programs that engage millions of citizens across diverse populations in community and civic life.

### **Hebrew Immigrant Aid Society** ■ [hias.org](http://hias.org)

HIAS is a non-profit organization that has provided humanitarian aid and assistance to refugees since 1881.

### **Welcoming America** ■ [welcomingamerica.org](http://welcomingamerica.org)

A non-profit, nonpartisan organization that leads a movement for more inclusive communities.

## INTERNATIONAL ORGANIZATIONS

### **International Holocaust Remembrance Alliance** ■ [holocaustremembrance.com](https://www.holocaustremembrance.com)

Uniting governments and experts to strengthen, advance, and promote Holocaust education, remembrance, and research worldwide and to uphold the commitments of the 2000 Stockholm Declaration and the 2020 Ministerial Declaration.

### **International Rescue Committee** ■ [rescue.org](https://www.rescue.org)

The international rescue committee responds to the world's worst humanitarian crises. Founded by Albert Einstein in 1933, the organization is active in more than 40 countries and 28 U.S. Cities

### **The Women's Refugee Commission** ■ [womensrefugeecommission.org](https://www.womensrefugeecommission.org)

WRC catalyzes transformative change to protect and empower women, children, and youth displaced by conflict and crisis.



**Prisoners during roll call at Buchenwald concentration camp, Germany. Circa 1938.**

PHOTO COURTESY USHMM



# ENGAGEMENT ACTIVITIES

Creating a successful engagement campaign around **THE U.S AND THE HOLOCAUST** may include new pathways for engagement that expand collaboration with historical, civic, arts, cultural, education, and humanities organizations. Local engagement may explore the American response to the Holocaust, as well as connections to global humanitarian crises. For a look at some of the key themes explored in this film, please see [page 9](#).

## Potential Engagement Activities that Organizations May Consider

- Screening and panel discussions that feature local or national subject matter experts. Details on creating successful screening and discussion events are located on [page 19](#).
- Civic engagement workshops that seek to further explore citizenship and civic responsibility and combat antisemitism.
- Arranging for a survivor presentation at an event, workshop or engagement event. Visit [ushmm.org/remember/holocaust-survivors/hear-from-a-survivor/guidelines](https://ushmm.org/remember/holocaust-survivors/hear-from-a-survivor/guidelines) for more information. Guidelines for hosting speakers, including veterans and “home front” speakers (home front is the informal term for the civilian populace of the United States during World War II which was actively engaged in supporting the war effort) can be found here: [ala.org/tools/programming/USHolocaustMuseum/sitesupportnotebook/programmingresources](https://ala.org/tools/programming/USHolocaustMuseum/sitesupportnotebook/programmingresources).
- Local storytelling:
  - Partnering with your local public media station’s production and content creators can provide a local lens to explore stories in your community.
  - Student Reporting Labs: Work with your local PBS NewsHour Student Reporting Lab on an event about the impact of journalism in sharing global stories at home, and keeping Americans informed of issues abroad.
  - Collecting and sharing untold stories from your community, which could include actual survivor stories or memorabilia, World War II veterans and “home front” speakers.
- Educator trainings may utilize materials from PBS LearningMedia.
- Participation in [International Holocaust Remembrance Day](#) on January 27—the anniversary of the liberation of Auschwitz-Birkenau.
- [Americans and the Holocaust Traveling Exhibition](#) will tour more than 50 public libraries through November 2023. Your organization may explore partnerships with other organizations that are hosting the exhibit in your area.
- Volunteer days to support [USHMM’s World Memory Project](#)
- Engaging communities in the [USHMM’s History Unfolded journalism](#) project, an online project to gather local newspaper coverage of Holocaust-related events in the 1930s and 1940s.
- Engage communities around [Every Name Counts](#), an initiative of the Arolsen Archives that seeks to build a digital memorial to the victims of Nazi persecution.
- Art exhibits and performing art programs that explore the stories, struggles and themes around **THE U.S. AND THE HOLOCAUST**.

## Addressing Holocaust Denial and Distortion

To prepare yourself for any public-facing activity, familiarize yourself with the definitions of Holocaust denial and distortion and what forms they can take. Please review USHMM materials on Holocaust denial can be found [here](#), including a short [explainer video](#) with Deborah Lipstadt. For more information, see the International Holocaust Remembrance Alliance’s [working definitions for Holocaust denial and distortion](#) and [toolkit to counter distortion](#).

# GLOSSARY

The following selection of terms may be helpful when creating activities and facilitating conversations. This was authored by the United States Holocaust Memorial Museum. For a full glossary, please visit [USHMM's website](#).

**Antisemitism:** hostility toward or hatred of Jews as a religious or ethnic group, often accompanied by social, economic, or political discrimination.

**Concentration camp:** Throughout German-occupied Europe, the Nazis established camps to detain and, if necessary, kill so-called enemies of the state, including Jews, Gypsies, political and religious opponents, members of national resistance movements, homosexuals, and others. Imprisonment in a concentration camp was of unlimited duration, was not linked to a specific act, and was not subject to any judicial review. In addition to concentration camps, the Nazi regime ran several other kinds of camps including labor camps, transit camps, prisoner-of-war camps, and killing centers.

**"Final Solution":** the Nazi plan to annihilate the European Jews.

**Gestapo:** the German Secret State Police, which was under SS control. It was responsible for investigating political crimes and opposition activities.

**Ghetto:** a confined area of a city in which members of a minority group are compelled to live.

**Holocaust:** The Holocaust was the state-sponsored systematic persecution and annihilation of European Jewry by Nazi Germany and its collaborators between 1933 and 1945. Jews were the primary victims. Six million were murdered.

**Killing centers:** The Nazis established killing centers for efficient mass murder. Unlike concentration camps, which served primarily as detention and labor centers, killing centers (also referred to as "extermination camps" or "death camps") were almost exclusively "death factories." German SS and police murdered nearly 2,700,000 Jews in the killing centers either by asphyxiation with poison gas or by shooting.

**Kristallnacht:** usually referred to as the "Night of Broken Glass." It is the name given to the violent anti-Jewish pogrom of November 9 and 10, 1938. Instigated primarily by Nazi party officials and the SA (Nazi Storm Troopers), the pogrom occurred throughout Germany, annexed Austria, and the Sudetenland region of Czechoslovakia.

**SS:** German abbreviation for Schutzstaffel (literally, protection squads). A paramilitary formation of the Nazi party initially created to serve as bodyguards to Hitler and other Nazi leaders. It later took charge of political intelligence gathering, the German police and the central security apparatus, the concentration camps, and the systematic mass murder of Jews and other victims.



Jewish people in the Warsaw ghetto in Poland. June–August 1941.

PHOTO COURTESY USHMM



French partisans patrol the streets of an unidentified town during the insurrection in southern France. August 1944.

PHOTO COURTESY USHMM

## PRODUCING A SCREENING EVENT

- **COMMUNITY PARTNERS:** For a screening event, partners may be able to do the following:
  - Be able to serve as experts or provide advice on local experts for a panel discussion.
  - Provide opportunities to host or promote screenings to their constituency.
  - If possible, give your partners opportunities for tabling at an event.
- **FACILITATION TIPS:** Recruit a host or moderator that can facilitate an interesting discussion, drawing out answers from the panel that are suitable for the audience. The role of the host is to keep the discussion moving while remaining neutral. Your host need not be an expert in the field, but rather someone who can facilitate discussion and create a safe environment where the audience members also feel free to speak their thoughts and pose questions. A good host should plan on previewing the screener in advance to prepare. Journalists and local reporters can make for excellent moderators and help keep the conversation on track. Most public media stations have personalities who are excellent moderators and it is highly recommended to reach out to your local station for participation.
- **PANELISTS:** Recruit local experts and invite them to participate in a panel discussion or Q&A about issues brought up in the excerpts. Look at the screening topic and try to bring together a diverse range of panelists in terms of expertise, background, and perspective.
- **POST-SCREENING:** Allow time for audience members to mingle after the screening, to continue the conversation informally and connect with each other.

## ■ TIPS FOR THE FACILITATOR

- **Preview the film excerpts that you will use at the screening.** Think about your audience, the panelists, and the questions that you can pose for a respectful conversation.
- **You don't have to be an expert.** Your goal is to foster a conversation that dives into the subject matter. Listen with respect to panelists and keep an open mind while respecting the time for everyone to speak.
- **At the event, be clear about your role as the facilitator**—that is, to keep the discussion moving and to remain a fair voice that guides the event along. Accept questions and commentary relevant to the film or panel discussion only. Be prepared to respectfully but firmly redirect rhetoric.
- **Inquire about proper names and phonetic pronunciation** for guest panelists and community partners prior to the screening.
- **Approach these conversations with sensitivity** toward the audience and the emotions that may emerge. This is a difficult topic and some of the excerpts depict graphic and violent scenes from the Holocaust.
- **Thoughtful connections should encourage learning** and avoid statements or approaches that might be politically partisan or that might simplify or equate events of today with the past. When people equate the past and the present or make simplistic connections, that misrepresents the past and its complexity. For Holocaust survivors, these comparisons evoke the most traumatic moments of their lives and these careless comparisons can be painful. A focus on broader connections to the human experience can allow programs or discussions to transcend political and cultural divides when examining this complex and challenging part of our past.
- **Familiarize yourself with the definitions of Holocaust denial and distortion** and what forms they can take. In order to prepare yourself for this event and any public-facing activity, please review USHMM materials on Holocaust denial, which can be found [here](#), including a short [explainer video](#) with Deborah Lipstadt. For more information, see the International Holocaust Remembrance Alliance's [working definitions for Holocaust denial and distortion](#) and [toolkit to counter distortion](#).



**“Before the Night of the Broken Glass, my father wanted to stay in Germany but my mother was always wanting to come to the United States because she had heard such wonderful things. . . . But after the night of the broken glass both of them wanted to get out and I think all of the Jews in Germany wanted to get out.”**

**—SUSAN WARSINGER (NÉE HILSEN RATH), WITNESS**

**Residents watch as the Ober Ramstadt synagogue is destroyed by fire the day after Kristallnacht in Ober Ramstadt, Germany. November 10th, 1938.**

PHOTO COURTESY USHMM

# SCREENERS AND DISCUSSION QUESTIONS

WETA has provided excerpts from the series to help facilitate using the series for discussion purposes. Below, we have an outline of the screening reels available and suggested questions that can be used to engage panels and participants. To request access to THE U.S. AND THE HOLOCAUST screeners, please visit: [bit.ly/USATH\\_ScreenerRQ](http://bit.ly/USATH_ScreenerRQ).

## ■ SCREENING REELS

### REEL A

- OPENING [10:53]
- NUREMBERG LAWS (1935), Excerpt from Episode 1 [3:38]
- The passage of antisemitic laws and their connections to Jim Crow laws in the U.S.
- WAGNER ROGERS (1939), Excerpt from Episode 1 [7:05]
- Opposition to the Wagner-Rogers Bill, which proposed admitting 20,000 German refugee children to the U.S.
- EINSTAZGRUPPEN (1941), Excerpt from Episode 2 [9:44]
- Nazi mobile killing units; systematic murder of Jews in mass shooting operations.
- HILSEN RATHS COME TO AMERICA (1941), Excerpt from Episode 2 [5:36]
- Story of Susan and Joseph Hilsenrath's journey to America.
- BERGSON TO KIRCHWEY (1941), Excerpt from Episode 3 [5:34]
- Increased calls by Americans for action against the plight of Europe's Jews.

### REEL B

- OPENING [10:53]
- NUREMBERG LAWS (1935), Excerpt from Episode 1 [3:38]
- The passage of antisemitic laws and their connections to Jim Crow laws in the U.S.
- WAGNER ROGERS (1939), Excerpt from Episode 1 [7:05]
- Opposition to the Wagner-Rogers Bill, which proposed admitting 20,000 German refugee children to the U.S.
- HILSEN RATHS COME TO AMERICA (1941), Excerpt from Episode 2 [5:36]
- Story of Susan and Joseph Hilsenrath's journey to America.
- BERGSON TO KIRCHWEY (1941), Excerpt from Episode 3 [5:34]
- Increased calls by Americans for action against the plight of Europe's Jews.
- LIBERATION OF BUCHENWALD (1941), Excerpt from Episode 3 [10:25]
- Liberation of German concentration camps and the shocking horrors.

**"How can we learn from the past? Where did we go wrong? How can we not go wrong the next time?"**

**—DEBORAH LIPSTADT, HISTORIAN**



**A German policeman checks the identification papers of Jewish people in the Krakow ghetto in Poland. Circa 1941.**

PHOTO COURTESY NATIONAL ARCHIVES IN KRAKOW



Williams County, North Dakota. October 1937.

PHOTO COURTESY LIBRARY OF CONGRESS

“The Holocaust disrupts any idea that we have of good and evil, of right and wrong. This is a story in which everyone is challenged, all the time. We are challenged as Americans; we’re challenged as parents, as children. We’re challenged as neighbors and as friends to think about what we would have done, what we could have done, what we should have done. And even though the Holocaust physically took place in Europe, it is a story that Americans have to reckon with, too.”

—REBECCA ERBELDING,  
HISTORIAN

## QUESTIONS TO HELP INITIATE DISCUSSION

This section is divided into themes, to serve as a springboard for discussion around the available screeners and clips. Please make sure the experts are familiar with the questions in advance and feel sufficiently prepared to answer them, particularly taking into account the historical background necessary to properly address some of these issues.

### ► The U.S. and Refugees: Then vs. Today

- **THE U.S. AND THE HOLOCAUST** presents a grim picture of the inaction that contributed to a greater humanitarian crisis. Since the Holocaust, how has the United States treated refugees? Have things changed?
- How has the U.S. role in the world changed since and as a result of the Holocaust?
- As we see in the film, knowledge of ongoing atrocities does not always lead to action. What conditions might motivate people to help each other? What conditions might make people turn away?
- What obligation should we, as Americans, have to welcome refugees to this country?



Tenant farmer  
reading newspaper.  
Creek County,  
Oklahoma.  
February 1940.

PHOTO COURTESY  
LIBRARY OF CONGRESS

### ► What Did the United States Know & When?

- Was there anything in the film that surprised you or gave you a deeper understanding of the challenges faced by Jewish refugees fleeing persecution or the United States' actions and inactions?
- What could Americans have known and when during World War II?
- What was the American public opinion in response to the Holocaust? How did this change over the duration of the war?
- What were some of the underlying factors that led to our nation's actions and inaction?
- What do you know of our community's response to the Holocaust?
- In what ways did some Americans condemn the actions of the Nazi regime? What action did some take?

### ► Antisemitic Laws & Racist Laws

- For additional support and context on racist laws and antisemitic laws, including suggestions on handling challenging comparisons and contrasts, please visit the United States Holocaust Memorial Museum's lesson on [Racial "Science" and Law in Nazi Germany and the United States](#).
- What is the difference between the way racial laws were instituted in Germany, a totalitarian regime, versus a democracy such as the U.S.?
- Many American states outlawed interracial marriage, defining Black people as anyone with even one Black relative in their family tree (the so-called "one-drop" rule). Nazi jurists studied these laws when preparing the Nuremberg laws, which legally defined who was classified as Jewish. What were the similarities and differences between American segregationist laws and the Nuremberg laws?
- What are the foundational teachings of eugenics? How does the pseudoscience reflect or reinforce racist ideas?
- What information do people use to justify racist beliefs? How can radical beliefs, like these, be challenged and countered?

► **A Growing Refugee Crisis**

- Despite a growing refugee crisis, public opinion polls show that most Americans did not want to accept more immigrants into the country. What obstacles did Jewish refugees face attempting to immigrate to the United States?
- What role did American public opinion play in shaping the attitude of the U.S. government toward refugees? What about the media?
- How did Americans respond to Kristallnacht (Night of Broken Glass) in November 1938?
- What factors contributed to anti-immigrant sentiments in the United States?
- What was the nature of American antisemitism in America in the 1930's, and how did it influence governmental responses?
- **THE U.S. AND THE HOLOCAUST** shows us the impact immigration policy can have on individual lives. What can we learn from the actions and decisions made by American policy makers and government officials in the 1930s and 1940s?



**Issue of *The Dearborn Independent* published by Henry Ford, featuring the article, "The International Jew: The World's Problem," May 22, 1920.**

PHOTO COURTESY LIBRARY OF CONGRESS

► **American Isolationism**

- The United States remained neutral during the first two years of World War II. Americans debated whether to join the Allied war effort. What factors contributed to American isolationism in the 1930s and early 1940s?
- What do the opinions of isolationists like Charles Lindbergh demonstrate about American debates at the time?
- How did President Franklin Roosevelt use his leadership to sway American public opinion?
- How did Eleanor Roosevelt use her position and popularity to try to sway American public opinion and influence policy to support immigration?
- How did a few dedicated groups or individuals in the United States try to help bring in Jews through assistance with U.S. visas?



**"What has happened to us in this country? . . . We have always been ready to receive the unfortunates from other countries, and though this may seem a generous gesture on our part, we have profited a thousand-fold by what they have brought us."**

**—ELEANOR ROOSEVELT**

**Franklin and Eleanor Roosevelt during campaign trail in Hartford, Connecticut. October 1936.**

PHOTO COURTESY FDR PRESIDENTIAL LIBRARY



## ▶ America at War

- What kind of information could Americans have had about the Holocaust as it was happening?
- What actions did the United States government take in response to the Holocaust? How did this change over time?
- What more, in retrospect, could the United States have done to aid Jews before and during the war?
- How did the available options for rescuing or offering aid to Jews change as the war progressed?

## ▶ Media and Hollywood

- In the 1930s, how did Hollywood and the media influence the public and the government during this time period? What happened in Hollywood after America joined the war?
- What information did the American public have on the rise and spread of Nazism before the war?
- How did American journalists cover Hitler, the persecution of Jews, during the 1930s?
- Who was Dorothy Thompson and how did she use her reporting about the rise of Hitler and the Nazis help to raise awareness in America of Nazi antisemitism?
- How was Hitler portrayed in the news? How did this impact the isolationist views in America?
- After the US government confirmed Nazi mass murder in 1942, how did the media cover the story?
- How did the media cover the liberation of concentration camps in 1945? What are the similarities and differences between that coverage, and the coverage of earlier stories of Nazi persecution and atrocities?
- How has the role of the media changed between then and now? Do you think that this change would result in different outcomes?



**Marquee advertising a screening of U.S. Army Signal Corps film, "Nazi Atrocities," in New York City. May 8, 1945.**

PHOTO COURTESY NATIONAL ARCHIVES AND RECORDS ADMINISTRATION



**Members of the Sturmabteilung or SA—  
a Nazi paramilitary organization.**

PHOTO COURTESY NATIONAL ARCHIVES  
AND RECORDS ADMINISTRATION

### ► Reflections for Today around Antisemitism

- In present times, what are the most common misconceptions about the Holocaust? Do these misconceptions put us at a greater risk of repeating mistakes?
- In 2018, the Conference on Jewish Material Claims Against Germany commissioned a survey and found that more than half of the respondents thought that the Holocaust could happen again. Do you agree with this assessment? Why or why not?
- What can we learn from American response to the Holocaust that can inform our response to humanitarian crises today?
- What are ways Americans can respond to persecution outside of our country? Based on history, how can the American government and American people respond to humanitarian crises abroad?
- The 2017 Unite the Right rally in Charlottesville revealed a lot about contemporary white-supremacism and antisemitism. What can we do, individually and collectively to confront hatred in our communities?
- What does the film convey about the danger of racist ideologies, then and now?
- What concerns do you have about antisemitism or other forms of hate in our country and/or locally today? What strategies can communities use to dispel antisemitism and confront hatred?
- Why is Holocaust education and the United States response an important topic for Americans today?
- What are ways that we can counter antisemitism and other forms of hate that we experience in our personal lives, in our communities?
- How can governments and citizens counter the rise or existence of racist political parties and beliefs?

## ► Questions for the Filmmakers

- Why did you want to tackle this subject? What made you want to tell this story?
- The Holocaust is a pretty well-explored topic. What's different about this film? Why is it important to explore the Holocaust from an American perspective?
- What does this film tell us about our country, our history? Do we see ourselves as a nation of immigrants? How does that hold up?
- Why was it important to include testimony from eyewitnesses and survivors as well as historians, especially given how long ago this event was? How did you choose the people who appear?
- How did the COVID pandemic affect this production?
- Do you see echoes of this story in American life today? How is America today similar to America during World War II? And how is it different?
- Who were some of the prominent Americans who spoke out at the time against admitting refugees from the Nazi occupied Europe? And who was in favor of admitting more?
- Tell us about the polling, public opinion in the 1930s and 1940s—how did most Americans feel?
- Do you have any personal connections to the Holocaust? Was it something that was talked about in your family?
- What are some of the incidents and storylines in the film that really stand out for you?
- Can you take us through a particularly emotional story in the film? What was it like creating that moment in the film? What did it mean to you to include that story? (use as intro to clips)
- This is such a tragic story, did you find it more difficult to work on, emotionally, than other films?
- Why do this film now? How is this film relevant today?
- Who should watch this film? Who is it for?
- What surprised you when making this film? Did you have any preconceived ideas that ended up changing as you explored this topic?
- Why is PBS a good place for a film like this?



**Joseph Hilsenrath on the left with his mother, Anni. Susi Hilsenrath on the right with her father, Israel in Bad Kreuznach, Germany.**

PHOTO COURTESY UNITED STATES HOLOCAUST MEMORIAL MUSEUM COLLECTION, GIFT OF SUSAN WARSINGER

# RESOURCES TO CONTINUE THE CONVERSATION

## THE U.S. AND THE HOLOCAUST Partner Toolkit

WETA has made available tools to support your engagement work in the community, including select images from the documentary, press release, clips, social media suggestions and more. To access these assets, please visit THE U.S. AND THE HOLOCAUST Partner Toolkit at: [bit.ly/USATH\\_PartnerToolkit](https://bit.ly/USATH_PartnerToolkit)

## Continue the Conversation Online

This topic gives us much to think about. Encourage your communities to share their thoughts and questions leading up to the airdate and utilize online discussions by promoting the use of the hashtag **#USandTheHolocaustPBS**.

For those moderating conversations online, you may want to take time to familiarize yourself with the definitions of Holocaust denial and distortion and what forms they can take. Review USHMM materials on Holocaust denial can be found [here](#), including a short [explainer video](#) with Deborah Lipstadt. For more information, see the International Holocaust Remembrance Alliance's [working definitions for Holocaust denial and distortion](#) and [toolkit to counter distortion](#).

## Educator Resources on PBS LearningMedia

To support educators, THE U.S. AND THE HOLOCAUST is accompanied by educational materials for middle and high school classrooms on PBS LearningMedia. These materials include clips from the film as well as other resources that connect to its core themes.



Lesson topics cover:

- The impacts of Nazi ideology
- U.S. immigration law in the period of 1924–1941
- U.S. media coverage of the Holocaust and its role in shaping what Americans knew
- The varying symbolism of the State of Liberty
- An examination of how people make choices during times of crisis
- An inquiry inviting students to consider if U.S. public opinion influenced U.S. response to the Holocaust
- How the Holocaust was impacted by World War II and how World War II was impacted by the Holocaust
- The importance of Holocaust imagery and how photographs can be used as historical evidence

PBS LearningMedia is collaborating with Florentine Films, the United States Holocaust Memorial Museum, and Echoes and Reflections to produce a self-paced professional development module for educators. The module will be available in September 2022 alongside program air.

## Additional Resources

Additional educational materials, resources, professional development videos and pedagogy may be found at the United States Holocaust Memorial Museum's website, including: [Guidelines for Teaching the Holocaust](#), [Americans' Response to the Holocaust](#), and [Americans and the Holocaust](#).



Pedestrians and carts in Little Italy, Manhattan, New York City. Circa 1905–1910.

PHOTO COURTESY LIBRARY OF CONGRESS

## READING LIST

Want to learn more about **THE U.S. AND THE HOLOCAUST** or share resources with your community? Here's a list of books to explore and share.

There are two lists of books: one by advisors and interviewees in the film, and a second list that contains additional selected books for background information. Both lists are organized alphabetically by the authors last name.

### ■ BOOKS BY FILM ADVISORS AND INTERVIEWEES

- Richard Breitman:
  - *The Berlin Mission: The American Who Resisted Nazi Germany from Within*
  - *FDR and the Jews (with Allan Lichtman)*
  - *Official Secrets: What the Nazi Planned, What the British and American Knew*
- Debórah Dwork:
  - *Flight from the Reich: Refugee Jews, 1933–1946*
  - *Holocaust: A History (with Robert Jan van Pelt)*
- Rebecca Erbelding, *Rescue Board: The Untold Story of America's Efforts to Save the Jews of Europe*
- Daniel Greene, *Americans and the Holocaust: A Reader (with Edward Phillips)*
- Linda Gordon, *The Second Coming of the KKK: The Ku Klux Klan of the 1920s and the American Political Tradition*

**If they to whom it was happening could scarcely believe the savagery and the sadism and the depravity of what was happening, how are the relatives in America even possibly going to imagine?**

—DANIEL MENDELSON, WRITER

- Peter Hayes:
  - *How Was It Possible?: A Holocaust Reader*
  - *Why? Explaining the Holocaust*
- Deborah Lipstadt:
  - *Beyond Belief: The American Press & the Coming of the Holocaust 1933–1945*
  - *Denial: Holocaust History on Trial*
  - *Denying the Holocaust: The Growing Assault on Truth and Memory*
- Daniel Mendelsohn, *The Lost: A Search for Six of Six Million*
- Susan Neiman, *Learning From the Germans: Race and the Memory of Evil*
- Mae Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America*
- Daniel Okrent, *The Guarded Gate: Bigotry, Eugenics, and the Law that Kept Two Generations of Jews, Italians, and other European Immigrants Out of America*
- Nell Painter, *The History of White People*
- Eva Schloss:
  - *After Auschwitz: A Story of Heartbreak and Survival by the Stepsister of Anne Frank*
  - *Eva's Story: a Survivor's Tale by the Stepsister of Anne Frank*
- Timothy Snyder:
  - *Black Earth: The Holocaust as History and Warning*
  - *Bloodlands: Europe Between Hitler and Stalin*
  - *On Tyranny*
- Guy Stern, *Invisible Ink: A Memoir*
- Doyle Stevick, *As the Witnesses Fall Silent: 21st Century Holocaust Education in Curriculum, Policy and Practice*



**Jews captured during the suppression of the Warsaw ghetto uprising are marched to a holding area prior to deportation in Warsaw, Poland. 1943.**

PHOTO COURTESY NATIONAL ARCHIVES AND RECORDS ADMINISTRATION

## ■ ADDITIONAL BACKGROUND READING

- Arnie Bernstein, *Swastika Nation: Fritz Kuhn and the Rise and Fall of German-American Bund*
- David Cesarani, *Final Solution: The Fate of the Jews 1933–1949*
- Adam Cohen, *Imbeciles*
- Leonard Dinnerstein, *Antisemitism in America*
- Michael Dobbs, *The Unwanted: America, Auschwitz, and a Village Caught in Between*
- Deborah Riley Draper, *Olympic Pride, American Prejudice: The Untold Story of 18 African Americans who Defied Jim Crow and Adolf Hitler to Compete in 1936 Berlin Olympics*
- Richard J. Evans:
  - *The Coming of the Third Reich*
  - *The Third Reich in Power, 1933–1939: How the Nazis Won Over the Hearts and Minds of a Nation*
  - *The Third Reich at War*
- Charles Gallagher, *Nazis of Copley Square: The Forgotten Story of the Christian Front*
- Benjamin Carter Hett, *The Death of Democracy: Hitler's Rise to Power and the Downfall of the Weimar Republic*
- Dara Horn, *People Love Dead Jews: Reports from a Haunted Present*
- David M. Kennedy, *Freedom From Fear: The American People in Depression and War, 1929–1945*
- Richard M. Ketchum, *The Borrowed Years: 1938—1941 America On The Way to War*
- Erik Larson, *In the Garden of Beasts: Love, Terror, and an American Family in Hitler's Berlin*
- Wendy Lower, *The Ravine: A Family, a Photograph, a Holocaust Massacre Revealed*
- Scott Miller & Sarah Ogilvie, *Refuge Denied: The St. Louis Passengers and the Holocaust*
- Melissa Müller, *Anne Frank: The Biography Updated and Expanded with New Material*
- Andrew Nagorski, *Hitlerland: American Eyewitness to the Nazi Rise to Power*
- Michael J. Neufeld & Michael Berenbaum, *The Bombing at Auschwitz: Should Allies have Attempted it?*
- Lynne Olson, *Those Angry Days: Roosevelt, Lindbergh, and America's Fight Over World War II, 1939–1941*
- Mirjam Pressler & Susan Massotty, *Anne Frank Collected Works: The Diary of A Young Girl—The Definitive Edition*
- Francine Prose, *Anne Frank: The Book, The Life, The Afterlife*
- Rosemary Sullivan, *Villa Air-Bel: World War II, Escape, and a House in Marseille*
- Volker Ulrich:
  - *Hitler: Ascent: 1889–1939*
  - *Hitler: Downfall: 1939–1945*
- Melvin I. Urofsky, *A Voice The Spoke For Justice: The Life and Times of Stephen S. Wise*
- Nikolaus Wachsmann, *KL: A History of the Nazi Concentration Camps*
- Margaret E. Wagner, *The Library of Congress World War II Companion*
- James Q. Whitman, *Hitler's American Model: The United States and the Making of Nazi Race Law*
- Isabel Wilkerson, *Caste*
- David S. Wyman:
  - *The Abandonment of the Jews: America and the Holocaust 1941–1945*
  - *Paper Walls: America and the Refugee Crisis, 1938–1941*



Immigrants seated on long benches at Ellis Island.

PHOTO COURTESY NEW YORK PUBLIC LIBRARY

## PRODUCTION CREDIT *as of 7/27/22*

**THE U.S. AND THE HOLOCAUST** is a production of Florentine Films and WETA Washington, D.C. Directed by Ken Burns, Lynn Novick and Sarah Botstein. Telescript by Geoffrey C. Ward. Produced by Sarah Botstein, Lynn Novick, Ken Burns and Mike Welt. Edited by Tricia Reidy, ACE and Charles E. Horton. Co-Producer is Lucas B. Frank. Original music produced by Johnny Gandelsman. Cinematography by Buddy Squires, ASC and Wojciech Staroń, PSC. Narrated by Peter Coyote. Voices include Adam Arkin, Hope Davis, Paul Giamatti, Olivia Gilliatt, Elliott Gould, Murphy Guyer, Werner Herzog, Josh Lucas, Carolyn McCormick, Joe Morton, Liam Neeson, Matthew Rhys, Meryl Streep, Bradley Whitford, and Helena Zengel. The Executive in Charge for WETA is John F. Wilson. Executive Producer is Ken Burns.

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